DOCUMENT RESUME

ED 028 544 EA 002 235

Effective Instruction: A Report on the Four-Quarter Plan of Organization.
Atlanta Public Schools, Ga.
Pub Date [68]
Note-34p.
EDRS Price MF-$0.25 HC-$1.80
Descriptors-*Curriculum Development, Financial Problems, Graduation Requirements, *Quarter System, School Calendars, *School Organization, *Secondary Schools, State Aid, *Year Round Schools
Identifiers-Atlanta, Georgia

With the beginning of the 1968-69 school term, the Atlanta Public Schools implemented the four-quarter plan for reorganization of the secondary school curriculum. The year is divided into four quarters of approximately the same length. Pupils were compelled to attend the first three quarters of the 1968-69 term. Fourth quarter attendance is optional. Pupils choosing to attend the fourth quarter may accelerate, add enrichment courses, or take remedial work. A pupil attending the fourth quarter may choose which three of the next four quarters he wishes to attend, or may attend all four quarters. The financing of the fourth quarter is yet to be solved but it is hoped that State aid will be received. Revision and restructuring of the curriculum is in a developmental stage which will eventually result in individualized instruction. A description of the new program and reports to parents and pupils concerning the four-quarter instructional program are contained in appendices. (HW)

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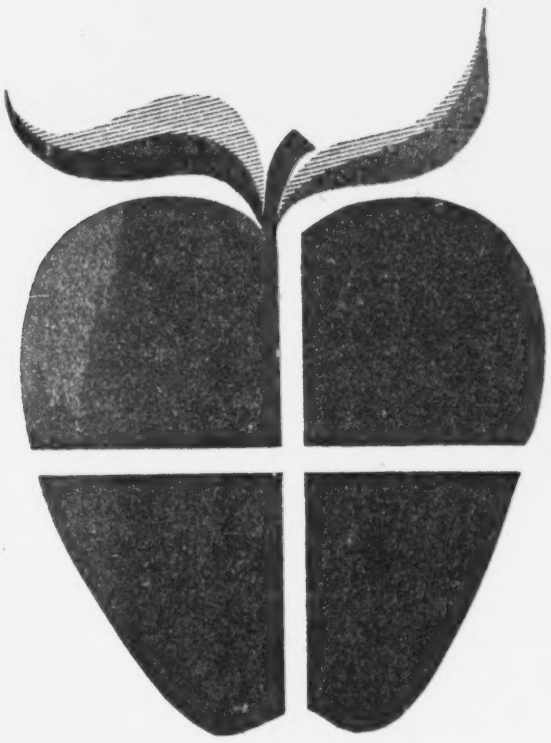
EFFECTIVE INSTRUCTION

A Report on The Four-Quarter Plan of Organization



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ATLANTA PUBLIC SCHOOLS • ATLANTA • GEORGIA

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INTRODUCTION

The Atlanta Public Schools marked its full commitment to four-quarter school in September with the beginning of the 1968-1969 school term. In the two years preceding this date, intensive feasibility and curriculum revision studies were undertaken by six cooperating school districts in the Atlanta metropolitan area with the goal of four-quarter school in the respective systems. September, 1968, found the several systems adopting the new program in varying degrees.

In Atlanta, administrative, supervisory, and virtually all secondary school personnel have been involved in the effort to establish policy, create a new curriculum, and inform parents and community of the system's effort to provide relevant quality education for all pupils served by the Atlanta Public Schools.

The following report describes briefly the background and the rationale for year-round schools, the four-quarter program, certain financial aspects of the undertaking, and the structure of committees charged with the responsibility of developing a new curriculum and creating the framework within which it is implemented.

BACKGROUND AND RATIONALE FOR YEAR-ROUND SCHOOL

History

The organization of the school term into quarters is not new. Since the mid 1800's, this has been tried by various large city school systems throughout the country. In rural areas, the length of the school year and the corresponding length of vacation periods varied regionally in accordance with the dictates of an agrarian economy; children were needed seasonally for farm work. Gradually school terms were modified. In the cities, vacation periods were lengthened while rural areas extended the term until a balance of attendance days was achieved favoring, generally, a nine-month year as is the current mode.* In recent years, some systems have experimented with four-quarter school, but to this system's knowledge no public secondary school system has retained this organizational pattern or is currently operating within a four-quarter organizational structure.

Reasons For Year-Round School

Year-round school has been subject to study by many school systems since World War 11. Hoped-for economy of construction and maintenance was a prime motivation. Full utilization of existing buildings and facilities instead of constructing new plants to accommodate increasing enrollments could effect considerable savings. Additional savings could be realized on debt service and fixed charges. With year-round employment, fewer teachers would be needed. They would not have to seek a summer job but could be provided the opportunity for study and leave as they wished. Salaries could be raised with savings realized from decreased staff requirements. Though this reasoning appears sound, it has not been validated in systems that have undertaken the change.

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* "NEA Research Memo", NEA Research Division, Research Memo 1964-19

Benefit to pupils is apparently the strongest argument for a four-quarter organization. Bright pupils could enrich their program of studies or possibly accelerate completing twelve years in nine. Slow learners could repeat unsuccessful grades more quickly. Occupying children in a year-round school program could reduce juvenile delinquency. The latter is particularly appealing in Atlanta's situation since juvenile crime is on a sharp increase.

Where four-quarter school has failed to produce the desired results, the failure has been attributed to three major factors:

(1) The public did not have adequate understanding of and did not accept the program. This is due largely to reason number two.

(2) Attendance was compulsory. Students and teachers were assigned the quarters they would attend. Parents, students, and teachers did not like this as part of the program.

(3) Economic savings were not apparent immediately.

Possible advantages and disadvantages of the four-quarter plan were studied for more than two years by members of the Atlanta system's staff in cooperation with representatives from seven other school systems in the Atlanta metropolitan area.

YEAR-ROUND SCHOOL FOR ATLANTA'S PUPILS

The Atlanta School System was faced with the urgent necessity of providing a curriculum better suited to the instructional demands of a diverse pupil enrollment. The last major curriculum revision was undertaken in 1958. While modifications have been made in the interim, the course of study has proven inadequate for an increasing number of pupils. All effort during the past two years of preparation for the new organization has been directed toward providing a flexible, comprehensive, higher quality instructional program. Included now are enrichment courses that provide learning experiences previously not a part of the curriculum. Pupils are afforded the opportunity to choose advanced studies. The new curriculum enables others to acquire a valuable skill before graduation. It is felt that the quarter plan of

organization now on trial in Atlanta's schools will provide a suitable vehicle for implementing this newly developed curriculum.

The school term is divided into four quarters of approximately the same length (see Appendix for school calendar). Pupils must attend the first three quarters of the 1968-1969 term as the new program is established. Fourth quarter attendance is optional. Pupils choosing to attend the fourth quarter may speed their studies to completion, add enrichment courses, or take remedial work. A pupil attending the fourth quarter has the option of choosing which three of the next four quarters he wishes to attend, or he may attend all four quarters. Parents and employers throughout the city can welcome the opportunity to schedule vacations at times other than the now traditional two-or-three month summer period. (To explain the twelve-month school year, material was prepared for pupils and parents which includes the cooperative guides necessary to establishing an effective new program. Appendix VI provides a sample of materials produced as a guide for high schools in planning orientation programs to the new system for parents and pupils.)

Requirements for graduation (Appendix 11) are based on quarter hours (375) rather than Carnegie units (18). Fifteen quarter hours equal one Carnegie unit. Quarter courses carry five hours credit and meet approximately five hours per week. Old and new requirements are the same, but with the quarter system pupils have greater freedom and responsibility in determining the courses which will satisfy their requirements. For example, a pupil demonstrating proficiency in English grammar could enroll in a variety of other English courses such as drama or creative writing to satisfy the required hours in English.

Quarter courses are designed to "stand on their own" as much as possible to avoid the rigid sequence synonomous with the semester system. With the guidance of teachers and counselors, pupils will use catalogues (Appendix 111 for sample page) describing course offerings, prerequisites and requirements for enrolling. They will know what is expected of them before then enter a class and can choose courses relevant to their particular abilities and interests. If pupils do not accomplish the

objectives of a particular course, they may take the course over immediately if it is required rather than waiting a year, or may elect a course more suited to their abilities and achievement levels. Students need not remain more than one quarter in a non-required course in which they are unsuccessful.

The school day is extended to eight periods. Zero and seventh periods have been added to insure greater flexibility in scheduling the wider range of course offerings. While pupils attend a maximum of six periods, this organization should help to break the antiquated lockstep method of providing daily schedules of uniform periods. In most high schools, periods are of uniform length regardless of whether students or course content justify this time. Quarter courses can be scheduled in varying lengths with greater ease than was possible under the old organizational pattern. Greater scheduling freedom and flexibility will be realized as data processing is phased into scheduling on a systemwide basis. Computerized scheduling will eventually serve as a tool invaluable in making the four-quarter program even more effective for all pupils.

PLANNING THE NEW PROGRAM

Six school systems in the Atlanta metropolitan area worked simultaneously and cooperatively on a four-quarter plan of organization and curriculum revision. Intersystem committees were formed to coordinate the curriculum revision and facilitate intercommunication. The Intersystem Steering Committee composed primarily of high school principals served as the policy-making group for the coordinated effort. This total effort was a unique and highly significant step toward uniform, coordinated school terms and curriculum among the metropolitan systems. The Fulton County Schools provided the leadership for the Intersystem Steering Committee, Dr. Douglas G. MacRae, Deputy Superintendent of Fulton County Schools, and Mr. Reid Gillis, Chairman of the Steering Committee, were instrumental in intersystem planning efforts.

COMMITTEE ORGANIZATION AND RESPONSIBILITY IN ATLANTA

Subject Matter Curriculum Committees

In Atlanta, detailed planning for curriculum revision began during the summer of 1967. Subject matter coordinators from the Instructional Division worked with the respective department chairmen from each of the twenty-five high schools. This group was responsible for redefining the curriculum, making it consistent with the freedom permitted by a quarter system. Each group reported to the Assistant Superintendent for Instruction, recommending necessary curriculum revisions, as well as other pertinent guidelines and/or points of concern relative to the new program. From these curriculum guidelines, defined in terms of behavioral objectives, task forces of teachers and counselors took the framework and developed courses and suggested materials and resources.

Principals Committees

High school principals working as a group consolidated curriculum committees' reports and recommended necessary changes in policies and administrative regulations. Their considerations extended virtually to every aspect of the school system's operation. Four subcommittees were formed to consider all aspects of the impending changes: Curriculum, Guidance and Orientation, Administrative, and Personnel. Two representatives of each subcommittee constituted a steering committee chaired by the Assistant Superintendent for Instruction. After receiving reports from the various subcommittees, the steering committee made decisions upon the proposals and then formulated recommendations to be presented to the Superintendent.

Tasks accomplished by the principals' committees are listed in Appendix IV of this report.

Relationship of Committees

A diagram showing the relationship of the various committees that developed the twelve-month program appears in Appendix V of this report.

THE QUESTION OF FINANCES

The problem of financing a tuition-free fourth quarter is yet to be solved. Superintendents of the cooperating metropolitan school districts have urged the State Department to recognize the fourth (or summer) quarter as meeting requirements for receiving state funds. The State Department of Education has been directly involved. The State Superintendent has recommended to the State Legislature that $2,000,000 be set aside for use by school systems undertaking an approved program during the summer of 1969 (the first fourth quarter). Despite the strong recommendations of the State Superintendent and the State Board of Education, legislative approval has not been forthcoming. Another legislature will have met before the initial fourth quarter becomes operational. Hopefully, some state action will have been taken by this date; if not, financial support must be sought from other than state sources.

Originally, implementation of the new plan of organization appeared to be contingent on the State's full financial support. This remains an urgent goal, but as planning progressed it was realized that this need not be an either/or decision for several reasons:

(1) The curriculum planning has already paid dividends and will continue to do so even though there is some delay in full implementation of the fourth quarter.

(2) The first fourth quarter can be financed on a tuition basis as summer school is now financed. This is not desirable but can be made workable. Student participation is not likely to decrease below its present level if this is the case.

(3) The organization has merit and can be implemented because fourth quarter attendance is voluntary. Without additional financial support, however, it will be possible but much more difficult to offer a fourth quarter comparable to the other three quarters.

SUMMARY

With the 1968-1969 school term, the Atlanta School System has implemented the four-quarter plan for reorganization of the secondary school curriculum. Revision and restructuring of the curriculum is in a developmental process which eventually will result in individualized instruction.

The initial phase of his massive undertaking has been accomplished by altering the traditional school term from two semesters to four quarters of comparable quality and quantity of classwork, by revising the guidance program, and by establishing more flexible class scheduling. Curriculum revision has been the basis for this reorganization of the school year.

Planning to achieve this initial stage in the evolving program was accomplished within the current organizational structure of the Atlanta Public Schools. Curriculum committees comprised of coordinators and teachers representing all disciplines evaluated and redefined the curriculum in accordance with behavioral objectives. High school principals consolidated reports of curriculum committees and advised administrative policy changes necessary to accomplish new curriculum goals. Four subcommittees were formed to consider all aspects of the new program: Curriculum, Guidance and Orientation, Administrative, and Personnel. Representatives of each committee formed a steering committee which reported to the assistand Superintendent for Instruction and assisted in finalizing recommendations to the Superintendent for implementing the four-quarter plan of organization and the revised curriculum.

Details of the revised program are included in the appendices which contain reports previously prepared for use in the Atlanta schools. The program continues to develop and to improve. It has been well accepted by the community. A direction has been established which offers the possibility of instructional excellence for every pupil in terms of his individual needs and characteristics. The task will never be completed.

APPENDICES

CHANGE IN 1968-1969 SCHOOL CALENDAR AS PRESENTED TO THE ATLANTA BOARD OF EDUCATION

As a means of assisting the transition to a four-quarter plan, the State Board of Education has approved a school calendar for Atlanta which calls for 177 pupil attendance days rather than the present 180 days.

In accordance with this plan, the revised school calendar is proposed as follows:

(1) Beginning of first quarter ..... September 3, 1968
End of first quarter ..... November 25, 1968

(2) Beginning of second quarter ..... November 26, 1968
End of second quarter ..... March 3, 1969

(3) Beginning of third quarter ..... March 4, 1969
End of third quarter ..... May 30, 1969

Each quarter contains fifty-nine (59) pupil attendance days. Teacher work days (when pupils would not be present) are August 26 through August 30; November 27, 1968; March 5, 14, 28, 1969. All holidays remain as previously approved by the Board.

If the fourth quarter can be carried out in its entirety, it is proposed that it begin June 4, 1969, and end August 15, 1969. This would mean that teachers employed for the fourth quarter would be teaching on June 4, 5, 6, 1969, while those not employed for the fourth quarter would be involved in post planning activities.

REVISED REQUIREMENTS FOR HIGH SCHOOL GRADUATION AS PRESENTED TO THE ATLANTA BOARD OF EDUCATION

It is recommended that requirements for high school graduation be modified to provide more flexibility and greater choice of subjects and subject fields for high school pupils. The proposed requirements will meet the requirements of the State Department of Education and accreditation agencies. They facilitate implementation of a four-quarter school year and more adequately achieve the goal of providing a curriculum more relevant to all pupils.

It is proposed that accounting for credit be in terms of quarter hours rather than Carnegie units. A quarter hour is defined as a minimum of fifty (50) minutes and a maximum of sixty (60) minutes of instruction per week or its equivalent. A total of 375 quarter hours (grades 8 through 12) will be required for graduation.

Proposed Graduation Requirements in Subject Fields
Grades 8 - 12

Subject Field	Quarter Hours
English	60
Social Science (Georgia History and 15 quarter hours in American History)	60
Mathematics and Science (A minimum of 30 quarter hours in each field and 15 in biology)	75
Home Economics and/or Industrial Technology	10
Art and/or Music	10
* Physical Education and/or Military	55
Health	5
	275

*The requirement of fifty-five quarter hours in physical education and/or military will be held in abeyance for a trial period of one year subject to extension. It is listed as a goal toward which the school system will work.

Revised Requirements for High School Graduation
As Presented to the Atlanta Board of Education

It is also proposed that to be consistent with state requirements a minimum of 300 quarter hours be earned in fields other than physical education, military, health, athletics, and school service.

It is possible for a pupil to earn as many as 450 quarter hours during his five years of high school. Only 275 quarter hours are to be taken in specified fields. A minimum of 375 quarter hours are required for graduation.

RECOMMENDED QUARTER COURSE SUBJECT AREA OF MATHEMATICS

Name of Course And Description	Student Characteristics	Behavioral Objectives	Administrative Requirements
Intermediate Algebra (Course B) This course is primarily concerned with the laws of exponents, irrational numbers, and quadratic equations whose roots are irrational numbers	Any student who has satisfactorily completed Intermediate Algebra (Course A) and whose course selection is approved by his teachers of Intermediate Algebra (Course A)	(1) To apply the laws of exponents (2) To simplify complicated rational expressions (3) To perform the four basic operations on complicated fractions (4) To solve complicated fractional equations (5) To express numbers in scientific notation (6) To describe the characteristics of the equation whose graph is a parabola (7) To sketch the graph of a parabola from its equation (8) To perform the four basic operations on complicated radicals (9) To solve equations containing radicals (10) To solve quadratic equations and inequalities whose roots are irrational numbers (11) To determine the nature of the roots of a quadratic equation (12) To solve the quadratic equation whose roots are complex numbers	One period per day, five days per week or the equivalent of five hours per week

TASKS ACCOMPLISHED BY PRINCIPALS' COMMITTEES

Curriculum

1. Consolidated recommended courses from subject committees.
2. Determined and recommended to the Board of Education requirements for graduation.
3. Developed a catalogue of courses for the school system.
4. Established guidelines for equating quarter courses with present curriculum offerings including equation of credit with quarter hours, etc.
5. Recommended guidelines for extracurricular activities.
6. Recommended policies and guidelines concerning athletics, work-study programs and other similar programs.

Guidance and Orientation

1. Established registration or prescheduling procedures for this spring and next fall.
2. Developed policies and guidelines each school can use effectively to help students choose an appropriate course of study.
3. Suggested steps for implementing teacher, student, and parent orientation.
4. Identified and recommended in-service and orientation programs for teachers, administrators, and others as needed to implement the quarter system.
5. Studied existing student policies and recommended necessary changes, additions, etc.

Administrative

1. Decided on school calendar to correspond with other school systems.
2. Recommended procedure for effectively scheduling teachers, students, and space in terms of curriculum.
3. Checked and determined textbook and supply needs.
4. Made guidelines for devising individual school budgets.
5. Recommended necessary changes in purchasing procedures.
6. Identified problems and issues regarding accreditation and made recommendations.
7. Revised report cards, permanent records, and other necessary forms.

Tasks Accomplished By Principals' Committees

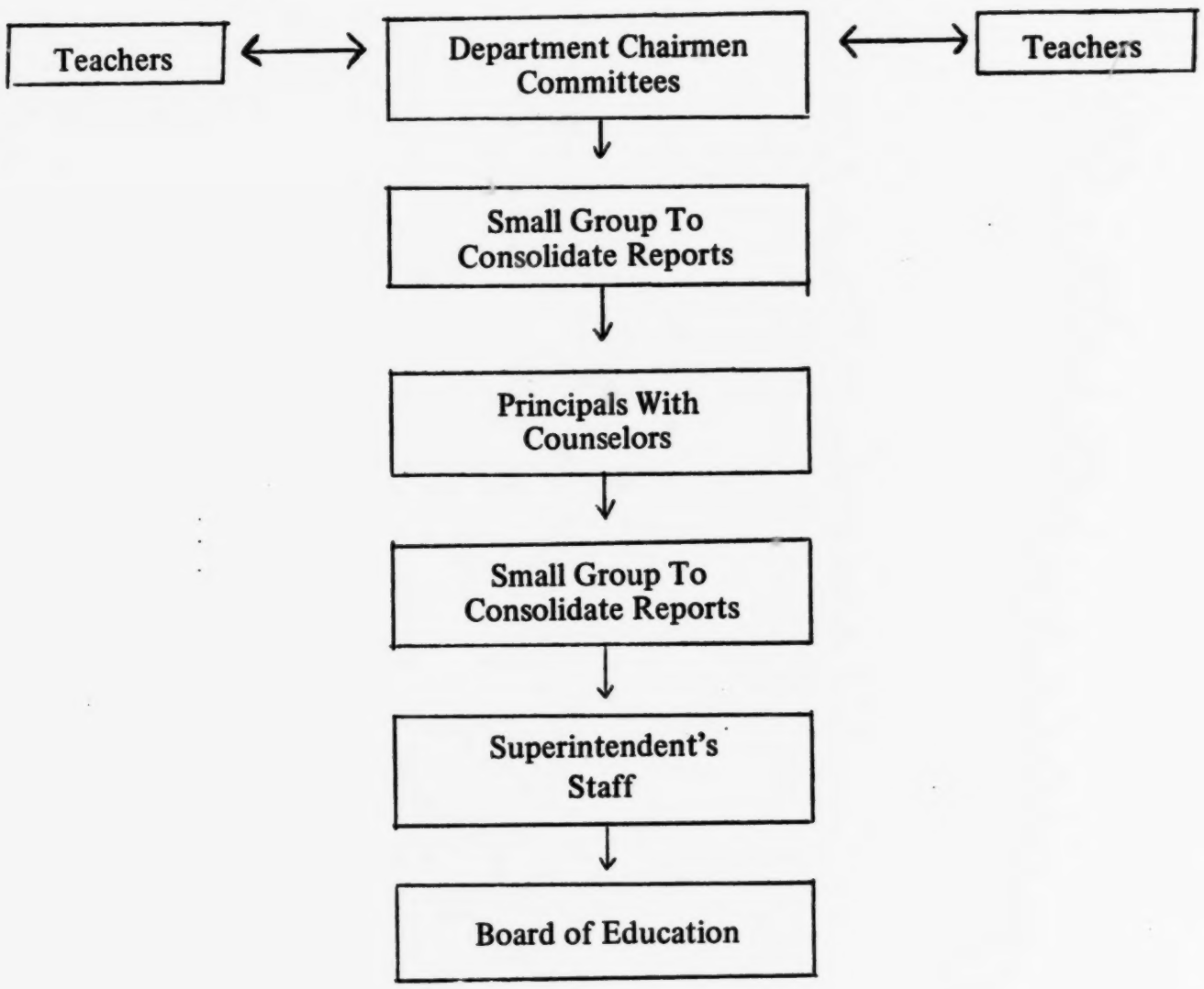
Administrative (continued)

7. Revised report cards, permanent records, and other necessary forms.

Personnel

1. Recommended necessary changes, deletions, and/or additions to personnel policies and contracts.
2. Determined the best way to staff each quarter course.
3. Recommended most effective means of staff utilization, recruitment, and assignment.
4. Recommended salary plan and policy changes.
5. Recommended necessary changes to pension policies.
6. Examined and recommended needed changes in sick leave, study leave, vacation leave, etc.

RELATIONSHIP OF PLANNING COMMITTEES



TOWARD EXCELLENCE

A Report To Parents And Pupils Concerning The Four-Quarter Instructional Program

FOR PARENTS

Time for a Change

September, 1968, marks the beginning of a four-quarter, year-round program in the Atlanta Public Schools. The entire secondary curriculum has undergone revision to insure course offerings that will better meet your child's educational needs. To be effective, the new curriculum must have that flexibility in scheduling that will grow out of the four-quarter system permitted under the quarter plan of operation. Within this new framework, you will share with your child the opportunity and the responsibility for planning his program of studies in accordance with his individual needs and objectives.

Your schools need your involvement and support to continue to improve. Visit your child's school and become an active participant in providing an improved, more relevant instructional program.

When change overtakes us, it frequently appears to come without warning. Not so with Atlanta's adoption of a new curriculum and four-quarter school. This is possibly one of the most carefully thought-out moves in the history of the Atlanta Public Schools. The curriculum revision to provide a comprehensive program of studies to accommodate a diverse and increasing student enrollment has long been overdue. Dealing with "bigness" frequently subordinates the individual's needs to those of the mass. Your school system has expended great effort to prevent this occurrence with Atlanta's pupils.

More than three years have passed since the plan for major revision was first conceived. In the interim, careful study has been made by Atlanta and six cooperating school systems in the metropolitan area to determine feasibility of such a move to four-quarter, twelve-month school. Plans were made to implement such change in the several systems simultaneously. Atlanta began with a new, flexible program of studies designed to meet individual pupil needs through enrichment, remedial courses, regular instruction, and independent study. The new structure will

better equip your child to assume a role of responsibility in society.

Subject matter once taught sequentially has been developed into "self-contained" quarter courses, each independent of the other. Certain exceptions to this new rule are to be found in mathematics, foreign language, and, to a limited extent, in science where a foundation of knowledge is prerequisite to advanced course work. A particular advantage of the new program for pupils lies in the fact that there is no longer a "lock-step" course sequence to follow. Suppose your child did not satisfactorily meet the requirements of a particular course. Instead of experiencing a second semester of failure and waiting a year to make up the course as he would under the old program of studies, he could repeat the course (if required) the second quarter or schedule another course more suited to his abilities. No student need remain more than one quarter in a course in which he is unsuccessful.

Revised course requirements meet the minimum recommended by the state and accrediting agencies for graduation. Numerous electives will eventually be offered from which your child may choose. A general catalogue for the school system has been compiled describing the new curriculum offerings. From this catalogue, each school has selected courses particularly suitable for its pupils. (These courses will meet citywide graduation requirements.) Prerequisites and requirements for enrolling in a course are included in the school catalogue or handbook. Your child will know what is to be expected of him prior to his taking a course. With your guidance and the support of teachers and counselors, he may choose and enroll in what is best suited to him.

Scheduling for the 1968-1969 school term was done in the spring before plans for all new courses were final. Each school is working now to offer as many new courses as possible suited to its student body. During the second and third quarters, pupils will have a greater number of courses from which to choose. By 1969-1970 school term, the new program will more nearly be in full operation.

Your Help Is Needed

The school system needs your support to make the new curriculum and four-quarter school work. Money is needed to provide more adequate classrooms and reduce the pupil-teacher ratio to offer in variety the newly designed courses. Zero and seventh periods have been added to the day's schedule. This is a partial solution to scheduling a greater variety of courses with a tight teacher load. Passage in November of the amendments and bond issue will determine the extent of Atlanta's success in this bold education venture.

Please read carefully the section FOR PUPILS regarding graduation requirements. To help in understanding the transition from semester to quarter hours, an equation chart gives you an example of old and new course offerings. A specified number of quarter hours is required in each subject area. Careful scrutiny will indicate that with few exceptions your child will be able to select courses comprising these requirements. For example, if he demonstrates a proficiency in English grammar, then it would be possible for him to choose to enroll in such courses as creative writing or Shakespeare to fulfill the English requirement and broaden his knowledge of the subject.

What is Four-Quarter School?

The new school term is divided into four quarters approximating each other in length. This first term, all pupils will attend the first three of the four quarters. Yours may elect to attend the fourth quarter if he wishes to accelerate or take remedial work. Fourth quarter attendance carries with it the option of choosing which quarter from the next full term he wishes to take as a recess; or if he wishes, he may elect to speed his studies to completion by attending the next complete term.

The Atlanta Public School System plans to offer the fourth quarter in which pupils may take a normal course load if the State Legislature appropriates funds for financing this operation. If state funds are not forthcoming, the system

will operate the fourth quarter on a tuition basis. Pupils will be able to take half the normal load. They may still exercise the option of choosing which of the next four quarters they want for vacation.

Within the framework of the four-quarter program your help is needed. Support the school and your child in the activities relating to this new plan of operation. Above all, listen. Truly take time to listen to your adolescent. Help him think through the problems and possible solutions confronting him in relation to choosing a course of study.

Your Responsibility and Your Child's Opportunity for Personal Growth

You and the school are preparing children for a future independent from the type of security offered by a present home or school. It is our joint responsibility to provide them the kinds of experiences, the opportunities for decision-making which permit them to become self-reliant individuals. They are granted freedom within the framework of the new curriculum to make choices about the course of study they wish to pursue. Teachers and counselors have a specialized knowledge of subject matter and can give guidance in course selection.

We are obligated to permit young people to search for answers appropriate for them and to exercise their judgement in matters concerning their educational and vocational plans. To achieve, they must gain a realistic understanding of themselves relative to their abilities, interests, and goals. They must be allowed the opportunity to choose in this new course of study. They must be allowed the opportunity to make a wrong choice and to gain from this experience by reassessing and, possibly, redefining their goals. In a "safe" school setting, pupils may explore realistic alternatives to insure greater possibility of success on the next "trial."

Seek further information now about the four-quarter program. Know what courses are offered your child by checking with his school officials and reading the material he brings home. Attend the meetings that will be held during the course of this term to give you added insight. If you have questions, call teachers, counselors, or your principal. All are most willing to cooperate.

They need to know your thinking and would appreciate suggestions you might have for improving the plan for pupils. Above all, know what and how your child is doing in his course work. Consult with teachers and counselors about his relative level of achievement in classwork. Read the following section, **FOR PUPILS,** to be sure you and he are talking the same language about his new program of studies.

FOR PUPILS

A Change

As doors of the Atlanta Public Schools swing wide to begin the 1968-1969 term, the student will find changes have taken place. After many days of concentrated study and work by teachers, counselors, principals, and resource personnel, the high school course offerings have been revised. You will find many courses that will be new and interesting. You will also discover additional courses that will offer you greater variety and opportunity to involve yourself in areas of special interest. The 1967-1968 school year brought the end of the semester system. This school year brings the beginning of the quarter system. You will receive credits on the basis of quarter hours rather than the old "book" or Carnegie units.

More than ever before you have an obligation to yourself. The responsibility is yours to decide what course of study you want to follow to prepare yourself for graduation. Of course, there are plenty of people around who want to help—your teachers, counselors, and principal.

Read the following pages carefully. Spelled out are the answers to questions you will have about the new school year. Share this with your parents; it's for them too.

What's New?

Your school term is now divided into four quarters more or less equal in length. The school day has been extended. Zero and seventh periods have been added. You will not be required to attend all eight periods, but it will be easier to schedule the classes you want. Six periods is still the maximum. Your classes will generally last between fifty and sixty minutes except where modified scheduling allows certain classes to meet for larger blocks of time.

The 1968-1969 school calendar is as follows:

	Begins	Ends
First Quarter	September 3, 1968	November 25, 1968
Second Quarter	November 26, 1968	March 3, 1969
Third Quarter	March 4, 1969	May 30, 1969
Fourth Quarter	June 4, 1969	August 15, 1969

Your accustomed holidays remain the same as they have in the past.

You have several things to consider about the fourth quarter. Do you want to attend? You can take new courses to satisfy required hours that you have not successfully completed. You can accelerate your program of studies.

If funds are made available by the State Legislature for the Atlanta Public Schools to operate a full tuition-free fourth quarter, you may schedule for yourself the normal load taken during any other quarter. If the State does not provide funds, then, on a tuition basis, you may register for one-half the normal load. Information on the fourth quarter will be available for you when the Legislature reaches its decision. Regardless of the Legislature's decision, you have to reach another decision about the fourth quarter. This one will involve you, your parents, and any school-age brothers and sisters.

Students normally attend three of four quarters during any school term. If you attend the fourth quarter, you have the option of selecting which one of the next four quarters you want off as vacation. If you want to graduate early, then you may attend the next full term. Begin discussing this with your family; all of you need to share in the decision about a convenient time for a family vacation.

Graduation Requirements

1. Credit is assigned in terms of quarter hours. A quarter hour constitutes a minimum of fifty (50) minutes and a maximum of sixty (60) minutes instruction per week. Classes generally meet five (5) hours each week. Successful completion of a course entitles you to five hours credit. **Fifteen (15) hours equal one old "book" or Carnegie unit.** Academic, athletics, and school service (library aide, etc.) credits all carry the same value as far as quarter hour credit is concerned. There is no more academic and limited activity credit. Eighth grade work earns the same amount of credit as other grade levels.

2. Successful completion of 375 quarter hours work in grades eight through twelve is required for a diploma. This is approximately the same as sixteen academic and two activity units under the semester system.

3. It is possible for you to take as many as 450 hours work during your high school career. At least 300 quarter hours must be taken in areas other than physical education and military.

4. You may substitute quarter hours in athletics for physical education if you are actively engaged in your school's organized athletic program for a given quarter.

5. Quarter hours in athletics will not be counted toward a distinctive diploma. No letter grades will be given for athletics or school service.

6. The normal load during any quarter is twenty-five hours; this would be five courses. The maximum you may take at any time is thirty hours. Variations in this requirement must be approved by your principal. These exceptions are handled on an individual basis by your principal and/or counselor. Generally, each term will accumulate between seventy-five and ninety quarter hours credit unless you attend the fourth quarter.

7. Fields of study and the minimum number of required hours for graduation in grades 8 through 12 are as follows:

	English	60
	Social Studies (Courses must include Georgia history and 15 hours in American history)	60
	Mathematics and Science (Minimum of 30 hours in each field; 15 must be in Biology)	75
	Home Economics and/or Industrial Technology	10
	Art and/or Music	10
*	Physical Education and/or Military	55
	Health	5
		275
	Electives	+ 100
		375

If you notice, minimum graduation requirements specify very few courses that you must include in your program of studies. They are Georgia history, fifteen hours in American history, and fifteen hours in biology. You have the freedom and the responsibility for selecting those courses which will satisfy requirements for graduation in the respective subject fields that are best suited to your interests and abilities.

Eighth Grade . . . Your high school career is ahead of you. You are beginning with the quarter system and can start now planning your full five-year program of studies.

Ninth Grade . . . You will find that you have quarter hours credit for the work you completed in the eighth grade. If you completed your work successfully, you have probably between seventy-five and ninety quarter hours credit for the last nine-month term. Sixty quarter hours are required for membership in the ninth grade.

*The requirement of fifty-five quarter hours in physical education and/or military will be held in abeyance for a trial period of one year subject to extension. It is listed as a goal toward which the school system will work.

Tenth Grade . . . Your Carnegie units converted to quarter hours will give you between 150 and 180 hours credit. You must have 135 quarter hours to sit in a tenth grade homeroom.

Eleventh Grade . . . You have probably between 225 and 240 quarter hours credit. You must have earned at least 210 hours converted from old semester units. To be eligible for the twelfth grade, you must have completed at least 285 hours and be able to schedule the remainder of the 375 hours course work necessary for graduation.

Special Note to Seniors . . . You are about to finish your high school career. Your program has long been planned, and you are already "set" for this term. You will be taking quarter courses to complete your studies, but credit will be assigned in accordance with old Carnegie units. For each quarter's work, you will receive one-third academic unit for "book" courses and one-sixth unit for limited credit activities.

Conversion Table
Academic And Activity Credits To Quarter Hours

One (1) Carnegie unit equals fifteen (15) quarter hours. To convert eighth grade work to quarter hours:

(1) Count academic and activity credit for the work you satisfactorily completed last year.

(2) Use the following conversion table to find the number of quarter hours your academic and activity credits equal.

ACADEMIC

Unit Credit	Quarter Hours
1/2	7-1/2
1	15
1-1/2	22-1/2
2	30
2-1/2	37-1/2
3	45
3-1/2	52-1/2
4	60
4-1/2	67-1/2
5	75
5-1/2	82-1/2
6	90
6-1/2	97-1-2
7	105
7-1/2	112-1/2
8	120
8-1/2	127-1/2
9	135
9-1/2	142-1/2
10	150
10-1/2	157-1/2
11	165
11-1/2	172-1/2
12	180
12-1/2	187-1/2
13	195
13-1/2	202-1/2
14	210
14-1/2	217-1/2
15	225
15-1/2	232-1/2
16	240

ACTIVITY

Activity Credit	Quarter Hours
1/8	4
1/4	7-1/2
3/8	11
1/2	15
5/8	19
3/4	22-1/2
7/8	26
1	30
1-1/8	34
1-1/4	37-1/2
1-3/8	41
1-1/2	45
1-5/8	49
1-3/4	52-1/2
1-7/8	56
2	60
2-1/8	64
2-1/4	67-1/2
2-3/8	71
2-1/2	75
2-5/8	79
2-3/4	82-1/2
2-7/8	86
3	90

Promotion To:

9th Grade . . . 60 qr. hrs.
10th Grade . . . 135 qr. hrs.
11th Grade . . . 210 qr. hrs.
12th Grade . . . 285 qr. hrs.
Graduate . . . 375 qr. hrs.

Mathematics Equation Chart

Wondering what has happened to courses? Look at the following example of the equation chart for mathematics. The first column shows new courses and credits allowed. Column two shows their equivalent in old course offerings. Certain math courses must be followed sequentially because of principles necessary to progress to a higher level. Notice, however, that there are numerous others that you may elect providing you meet the prerequisites stated in the catalogues which your subject matter and homeroom teachers have.

New Course Name and Number	Qr. Hr. Credit	Old Name	Unit Credit
Ma 111 Fundamentals of Mathematics	5	Arithmetic 1	0
Ma 112 Fundamentals of Mathematics	5	Arithmetic 2	0
Ma 113 Fundamentals of Mathematics	5		
Ma 101 Lab - Mathematics	5	Remedial Arith. 1	0
Ma 102 Lab - Mathematics	5	Remedial Arith. 2	0
Ma 103 Lab - Mathematics	5		
Ma 211 Basic Mathematics	5	Basic Math 1	1/2
Ma 212 Basic Mathematics	5	Basic Math 2	1/2
Ma 213 Basic Mathematics	5		
Ma 311 Basic Mathematics	5	Basic Math 3	1/2
Ma 312 Basic Mathematics	5	Basic Math 4	1/2
Ma 313 Basic Mathematics			
Ma 201 Lab - Mathematics	5	Remedial Bas. Ma. 1	1/2
Ma 202 Lab - Mathematics	5	Remedial Bas. Ma 2	1/2
Ma 203 Lab - Mathematics	5	Remedial Bas. Ma. 3	1/2
Ma 301 Lab - Mathematics	5	Remedial Bas. Ma. 4	1/2
Ma 302 Lab - Mathematics	5		
Ma 303 Lab - Mathematics	5		

Mathematics Equation Chart
(continued)

New Course Name and Number	Qr. Hr. Credit	Old Name	Unit Credit
Ma 221 Elementary Algebra	5	Algebra 1	1/2
Ma 222 Elementary Algebra	5		
Ma 223 Elementary Algebra	5	Algebra 2	1/2
Ma 331 Inter. Algebra	5	Algebra 3	1/2
Ma 332 Inter. Algebra	5		
Ma 333 Inter. Algebra	5	Algebra 4	1/2
Ma 321 Plane Geometry	5	Geometry 1	1/2
Ma 322 Plane Geometry	5	Geometry 2	1/2
Ma 323 Plane Geometry	5		
Ma 401 Advanced Algebra	5	Algebra 5	1/2
Ma 402 Trignometry	5	Trignometry	1/2
MA 403 Trignometry	5		
Ma 404 Elem. Functions	5	Adv. Sr. Ma. 1	1/2
Ma 407 Probability	5	Adv. Sr. Ma. II	1/2
Ma 406 Limits (Intuitive Approach)	5		
Ma 405 Analytic Geometry	5		1/3
Ma 408 Matrix Algebra	5		1/3
Ma 351 History of Mathematics	5		1/3
Ma 341 Logic	5		1/3
Ma 411 Calculus	5		1/3
Ma 412 Calculus	5		1/3
Ma 413 Calculus	5		1/3
Special Topics (Independent Study) (Course A, B, C, D, E. F)	5		1/3

Work closely with your homeroom teacher to know what your record is like converted to quarter hours. Suppose you did not complete a particular course satisfactorily and are planning to make it up this term. You will take new quarter courses to satisfy the hours you need. The content of the course will not be exactly the same as the one you failed. Your school will determine policy on making up such work. Check with your counselor about what you will need to do.

Whenever major change comes, it requires time to "retool" and establish the new system—in Atlanta's case, this means the new program of studies and four-quarter school. It will take time, about three years, for the complete new curriculum to "take hold" in your school.

The First Quarter

The first quarter of the new term you will find few differences from what you were accustomed to last year. You planned for your courses in the spring before course offerings changed. Most of your schedule will read as you planned it then. You will begin to notice changes the second quarter when your school gets better "set" to offer more courses listed in the Atlanta Public Schools General Course Catalogue. You will be given the chance to decide which of those courses offered by your school you wish to take. As time goes on you will have an even greater course selection from which to choose.

How Will You Decide What Courses To Take?

You have read the required hours in each subject area for graduation. You have great freedom of choice about the courses you want to take in each area to satisfy this requirement. You have between 75 and 150 quarter hours of electives for your choice. Your subject teachers and counselors have catalogues of courses offered at your school and, along with your homeroom teacher, will guide you in planning your program.

Your teachers know your ability to succeed in their respective subject area as well as you do—maybe even a bit better than you. To help you in your choice, the catalogues tell you what background you need to have for a course and what you will be expected to accomplish during the quarter. Courses numbered in the 100's are generally introductory level courses. Those numbered above the 100 level are intermediate and advanced courses.

For You

Think about yourself and your future. What do you want to do? In what direction do you want to go with your high school studies? Do you want to go to work when you finish high school? Think about what you want and prepare for it. College? Know what colleges require—particularly ones which interest you so you can plan to take courses to prepare you for entrance. Let your parents share your planning.

What if your plans change? You may want to alter your course of study during a term. Within reason you may do so.

There is room for you to explore subject areas not possible under the semester system. Another feature of the new course of study which weighs heavily in your favor is the fact that if you find you are in a subject matter not particularly suited to your ability and interests, there are other courses you may choose to take that better fit your learning patterns.

One thing not related "down the line" to your course work, but nevertheless important is extracurricular activity. There is no substitute for being involved in the life of your school. There are many activities in which you may participate. Pick at least one that you will enjoy. Nothing can replace the opportunity you have here for friendships, personal growth, and for doing something for your school.

The change has come; it's up to you to make the most of these high school years of opportunity.